

Lesson Name: Taiwan Postcards + Golf (Separate Lesson)

	<i>Learning Outcomes</i>	<i>Instructional Activities</i>	<i>Time</i>	<i>Materials</i>	<i>Essential Questions</i>
F I R S T L E S S O N	To confidently locate and say all the Taiwan cities and counties in English.	<p><u>Fitness/Warm Up:</u></p> <p>Introduce myself. Recap camp rules and explain point system. Introduce Taiwan and it's attractions by using a video.</p> <p>Explain overall project – making a postcard. Stick Taiwan map in their notebooks.</p>	10mins	<p>Slideshow</p> <p>Taiwan Map</p> <p>Notebooks</p> <p>Scissors</p> <p>Gluesticks</p> <p>Recycling Bin</p>	<p>Are you ready?</p> <p>Are you finished?</p>
	To identify and say a famous attraction in each location in English.	<p><u>Lesson Focus:</u></p> <p>Identify, speak and write each city (17 altogether) in English on their map.</p> <p>Introduce, speak, read and draw each attraction from each city on their map.</p> <p>Outline the shape of each city in a particular color that matches with the teacher's map on the whiteboard (for a game).</p>	20mins	<p>Pencils</p> <p>Colored Markers</p> <p>Taiwan Map</p>	Which color?
	To learn the sentence structure for asking and answering questions related to the vocabulary.	<p>Play a "Finding" game. Students say the question, "Where are you going and what are you going to do there?"</p> <p>Teacher responds, "I am going to <u>Taipei</u> and I am going to go to <u>Taipei 101.</u>"</p> <p>Students need to find the map and word of the city, and picture of the attraction on the board and hold it up. If they find at one, they get one point for their table, etc.</p> <p>Introduce conversation and the sentence structure: "Where are you</p>	10mins	<p>Taiwan Map,</p> <p>Taiwan Cities,</p> <p>Taiwan Attractions</p> <p>Whiteboard Makers</p>	<p>1) "Where are you going? I am going to _____."</p> <p>2) "What are you going to do there? I am going to go to (the) _____."</p>
				5mins	<p>Pencils</p> <p>Notebooks</p>

		<p>going? I am going to _____.” “What are you going to do there? I am going to go to (the) _____.” Students write the sentences in their books.</p> <p><u>Closure:</u></p> <p>Recap the locations and attractions. Ask students if they have followed each of the rules. Give points. Pack up and send kids outside.</p>	5mins	Rubbish Bin Recycling Bin	
S E C O N D L E S S O N	To practice answering the questions using the correct sentence structure and the vocabulary.	<p><u>Fitness/Warm Up:</u></p> <p>Recap introduction with questions. Recap locations and attractions. Recap the sentence structure. Introduce a team competition. Students need to raise their hand to answer the question according to the location that is marked or the video that will be played in relation to the attraction, using the correct sentence structure.</p>	15mins	Slideshow	<p>1) “Where are you going? I am going to _____.”</p> <p>2) “What are you going to do there? I am going to go to (the) _____.”</p>
		<p><u>Lesson Focus:</u></p> <p>Re-introduce ‘Postcards’ and the layout/essential details you need in a postcard. Give students postcards. Go through each detail (e.g. picture, stamp, message, address) and allow students to write their name and fill out the address of their school.</p>	5mins	Postcards Addresses	
		<p>Introduce the picture and show examples of different ways you can create a picture to describe Taiwan (e.g. inside, outside, one picture, lots of pictures, just the shape, title of the Country).</p>	15mins	Pencils Colored Markers	

		<p>10. Chest</p> <p>Recap and demonstrate the steps in the driving range. Remind kids that this is not baseball, but golf. Demonstrate the difference, and emphasize safety!</p> <p>Teach students two phrases they can say to each other after a swing or putt: “Keep trying!” and “Great shot!”</p> <p>Have kids practice in two groups. Girls on the driving range, boys putting, and swap.</p> <p><u>Closure:</u></p> <p>Have kids pack up. If have time, recap keywords. Ask them if they enjoyed it. Give points. Say goodbye.</p>	<p>20mins</p> <p>5mins</p>		
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Differentiation/Modification

Lesson 1 – Taiwan Map: High-level students (Need to write the city, attraction, draw a picture and outline), Mid-level (Need to write the city, draw a picture and outline), Low-level (Need to write the city and outline).
“Finding Game:” High-level students (Pick students to answer the question and pick a city and attraction).

Lesson 2 – Team Competition: High-level students help low-level students to answer the question. High-level students (respond to both questions in one sentence, e.g. “I am going to Taipei to go to Taipei 101.”).
Modification – Shorten the attractions (e.g. Bagua Mountain Buddha Scenic Area = Bagua Mountain OR National Museum of Marine Biology and Aquarium = Aquarium).
Postcards: Address: Low-level students (write their school name only). High-level students (how to write their own home address in English).
Stamp: High-level students (create their own postal stamp with a cost etc.)
Message: High-level students (write their own message to themselves).
Picture: Low-level students (need to write ‘Taiwan’ on their postcard), High-level students (write different English phrases or cities/attractions we have learnt on their postcard).

Golf – Driving Range: High-level students (Full swing. Aim for a certain direction/destination). Low-level students (Hit the ball with correct technique).
Putting: High-level students (Putt ball in one shot in both holes). Low-level students (Unlimited putts to get it into the hole).